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ABSTRACT

This student booklet is intended to introduce students to the concept of the international citizen. Students need a deep knowledge and thorough understanding of the interdependent world. The activities booklet is divided into three parts. Part 1, "You, The International Citizen," contains: (1) "Introduction"; (2) "The All-American Kid"; (3) "We are Global Neighbors"; (4) "We all Have Basic Needs"; (5) "We Travel and Transport Goods"; (6) "We Share our Resources"; (7) "We Communicate"; and (8) "We Govern Ourselves." Part 2, "Our Global Community," includes: (1) "Introduction"; (2) "Immigration"; (3) "The Next Wave"; (4) "Why Did They Come?"; (5) "New Philadelphians"; (6) "Arrival and Adjustment"; (7) "Anti-Immigration Feelings"; and (8) "Immigration Today." Part 3, "Our Global Future", contains the concept "We hold the Future." A 10-item bibliography and world map are included. (EH)

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THE INTERNATIONAL CITIZEN

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June 17, 1985

Dear Students:

With the publication of the booklet, "You, The International Citizen", I am delighted to note that the international education and intercultural studies are receiving the attention and high priority they deserve in our education process.

Because the United States of America is a world power and has responsibilities and obligations that go with this position, you, the future leaders of this country need a deep knowledge and thorough understanding of this interdependent world. The sooner you acquire these resources, the better able you will be to grasp world events affecting all of us and function effectively here at home and abroad.

We cannot rise to the challenges of tomorrow and have and hold the jobs of the future, if we do not prepare ourselves today. The knowledge and insight you are acquiring of the global economy today are permanent investments that will yield you benefits for the years to come.

I encourage you to be international citizens throughout your lives so that you will have that competitive edge to grow and prosper in this interdependent world.

Sincerely,

Birtan Aka Collier

BIRTAN AKA COLLIER
Deputy Director of Commerce
International Economic Development

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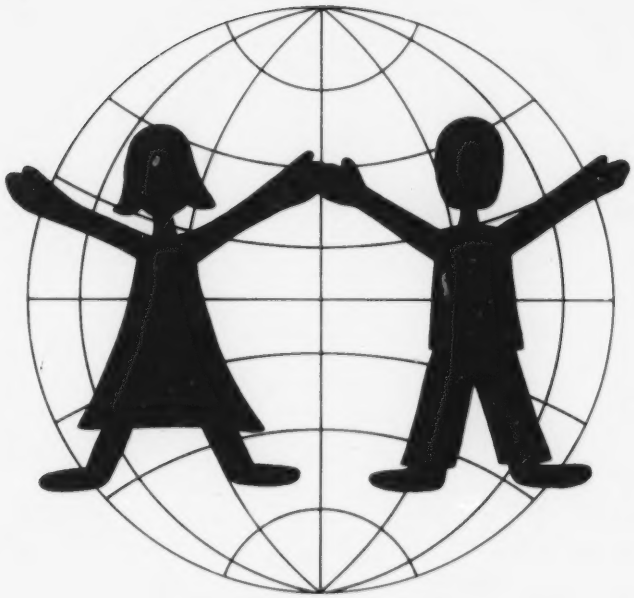
YOU, THE INTERNATIONAL CITIZEN

PART I



YOU, THE INTERNATIONAL CITIZEN

INTRODUCTION

You became an international citizen the moment you were born. Citizenship automatically links you to the group of which you are a member. You are a member of the human family. You are related to over 5,000,000,000 (five billion) other human beings who have the same physical equipment for survival on our planet earth.

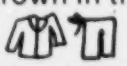
We are all neighbors who live on and share the resources of planet earth. There are some important facts you need to know about your neighborhood. You live on a planet covered by 75% water and only 25% land. Therefore, travel by water is the major transportation link between nations. The land is divided into seven continents: Asia, Africa, Europe, North America, South America, Australia and Antarctica. There are over 175 nations and over 3,000,000 languages spoken on our planet. People have lived on our planet for millions of years. Many events occurred before your arrival.

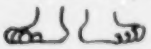
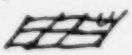
Originally people lived in small groups and developed their own culture and ways of survival. As the population grew people began to migrate and cooperate. This early association developed into more complex links. Today modern communication and transportation allow us the opportunity to share and learn from each other around the world.

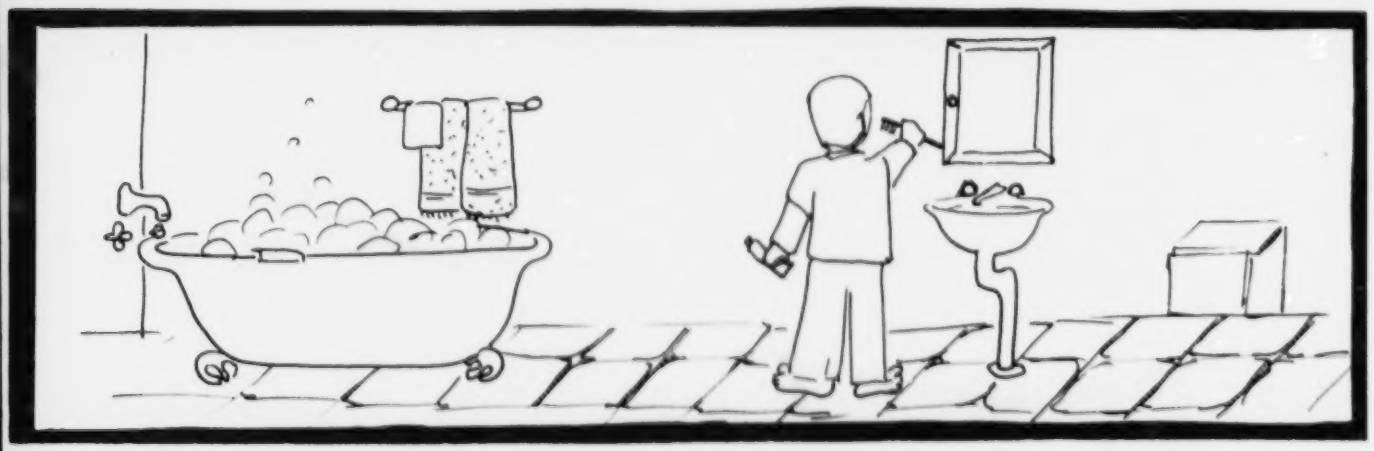
Problems are still a part of our life. Misunderstandings and ignorance about people who are different from ourselves often lead to prejudice and discrimination. We believe that working together towards a better understanding of our differences and similarities will make our global home a good place for all of us to live.

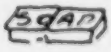
It is important that you understand the interdependence of our global community. What you do affects everyone and what they do or have done in the past affects you. All of our ancestors were originally from some place other than America and their influence has had a great effect on our global connections.

THE ALL AMERICAN KID

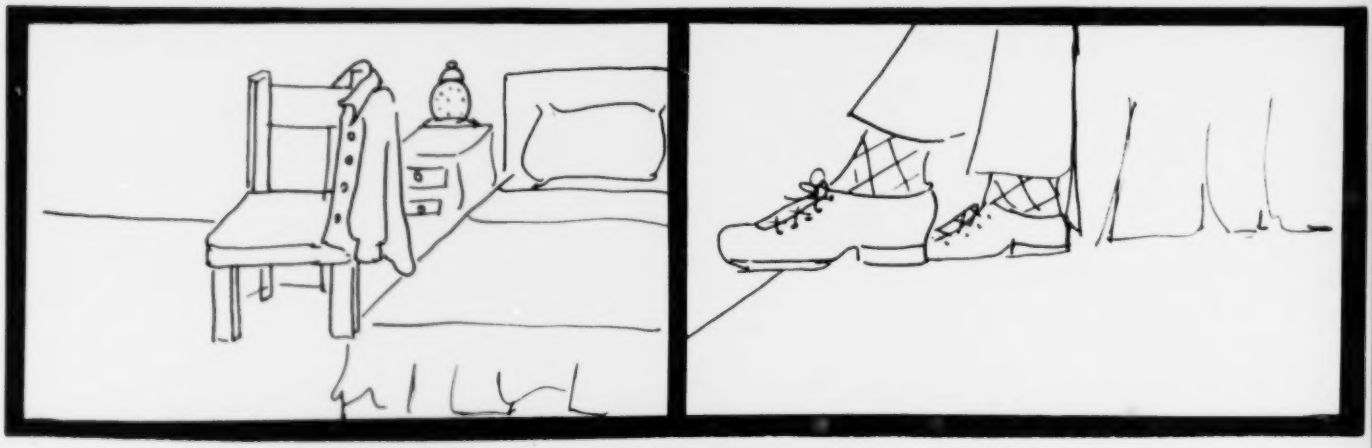
Good Morning, America! My name is _____ (write your full name) (last names began in China). I arose this morning to the sound of my (a European invention) to find myself lying in a (an idea of Persia-Iran) on linen (first grown in the Middle East), covered by wool (from an animal native to Turkey). My  are made of cotton (first grown in India), or sometimes made of silk (discovered in China).

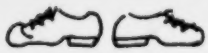
Upon entering the bathroom, I look into a (glass invented by the ancient Egyptians). My  become cold from standing on a  (tile) floor (an idea from the Middle East).

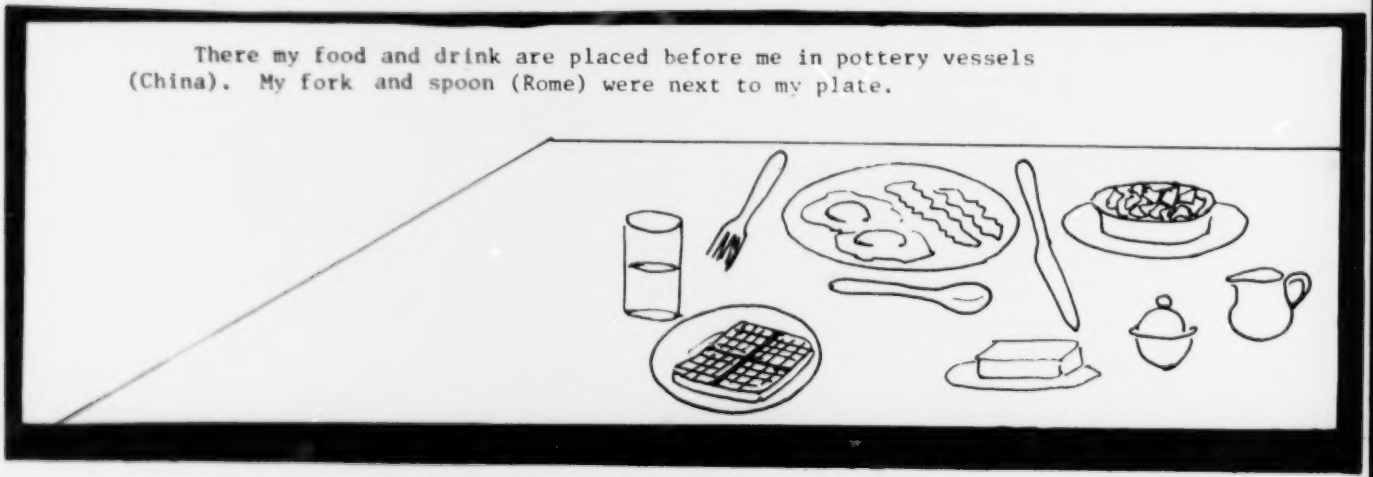


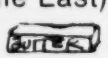
I brush my with a tooth brush (invented by a prisoner in England). The and are similar to those used in ancient Rome. They are made of porcelain (China). I wash with water and  (invented by the Gauls — France) and dry with a Turkish

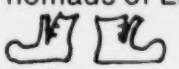
When I returned to my bedroom, I removed my from the (invented in the Middle East). I noticed my (similar to those used in Stone Age Europe) were very small.



After I had finished dressing, I put on my  (process invented in ancient Egypt and the pattern for which can be traced back to Rome), looked in the (a Mediterranean invention), and went downstairs for breakfast.



I had a of juice (orange first grown in the Mediterranean), a of cereal (grain and process from the Middle East) over which I placed cream (domestication of cattle and the idea of milking came from the Middle East) and sugar (discovered in India), a (invented in Scandinavia) with  (a Middle Eastern cosmetic), eggs (of a bird domesticated in Southeast Asia) and bacon (pig domesticated in Southeast Asia and smoked by a process invented in Northern Europe). I enjoyed my American breakfast.

Well, it's 7:45 a.m., I place my (invented by nomads of Eastern Asia) on my head. It looks like it is going to rain so I put on my  (discovered by the ancient Mexicans) and take an (invented in India).

I run for the train (invented in England). At the station I stop to buy some gum (American Indians taught the Colonists how to chew the sap from spruce trees) and pay for it with a coin (invented by the ancient Lydians).

While on the train, I read my (idea for books and paper came from Egypt; printing invented in Germany; letters invented by the Semites). The photographs (invented in France) are very colorful.

As I approached my stop, I saw a calendar (invented in Egypt) and thanked a Hebrew God, in an Indo-European language, that it was Friday, (named after Frigga — Norwegian goddess of married love). WOW! It's great to be 100 percent (Decimal system invented by the Greeks) AMERICAN (named for Amerigo Vespucci, Italian geographer).

A. **ACTIVITY:**

Search the story of the "All-American Kid" to find where each of the items listed had its beginning. Then add five more items in the story to this list.

Idea/Product	**Where did it begin?**
1. bed	
2. linen	
3. glass	
4. waffles	
5. soap	
6. chair	
7. toothbrush	
8. sugar	
9. toilet	
10. orange	
11. shoes	
12. train	
13. fork & spoon	
14. _____	
15. _____	
16. _____	
17. _____	
18. _____	

B. On the world map, in the middle of the book, find the place where each idea/product began. Draw light lines connecting each place to Philadelphia.

VOCABULARY:

domesticate — to tame a wild animal for use by people

native — one of the original people, animals or plants growing in a particular area or country

invent — to think of or make for the first time

WE ARE GLOBAL NEIGHBORS

The cartoon helps us understand that our global neighbors have had a great effect on our daily lives. We have also affected the way they live.

Today we share our planet with four billion neighbors. Our global neighborhood is divided into seven continents. They are **Asia, Africa, Europe, North America, South America, Australia,** and **Antarctica.** The total number of people living in an area is called its population.

Look at the squares below. It takes 1,000 millions to equal one billion. A million is written with a number followed by six zeros, or places (Example: 12 million is written 12,000,000). A billion is written with a number followed by nine zeros or places (Example: 12,000,000,000).

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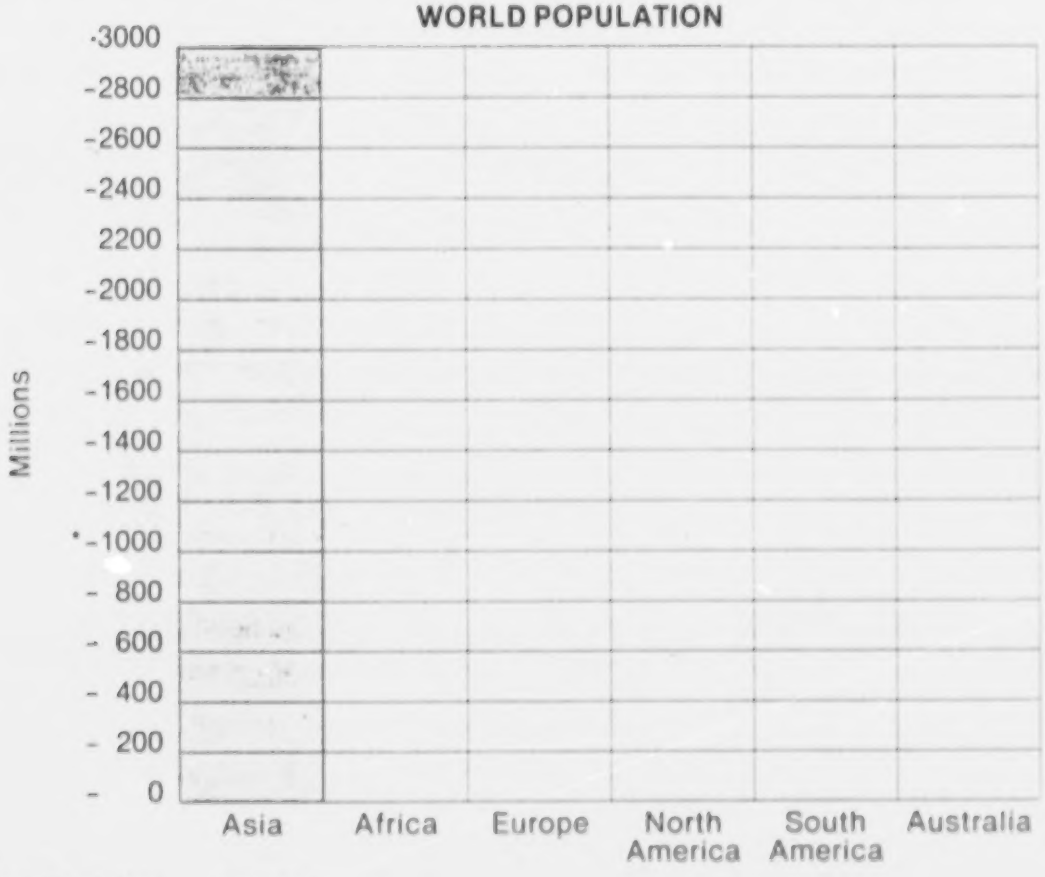
ACTIVITY:

The chart below is called a bar graph. It will show us the population of each continent in rounded numbers and how they compare. Antarctica is not listed because very few people live there. The word on the left side of the graph tells us that each number represents millions. Remember to add or think six more zeros. (Example: 1800 represents 1800,000,000, one billion, eight hundred million). Each continent has its own column. Use the population figures below the graph for each continent. Find the number on the graph and shade it in. The first one is done for you.



*1,000 million = 1 billion

World Population by Continent

Asia - 3,207,000,000
Africa - 654,000,000
Australia - 28,000,000
Europe - 795,000,000 (includes former USSR)
North America - 283,000,00
South America - 453,000,000

B. Fill-in

1._____ has the largest population.
2._____has the smallest population.
3.The total number of people represented by this bar graph is_____.

WE ALL HAVE BASIC NEEDS

We not only share the same earth but all of us have the same **basic needs** that must be met in order to **survive** on planet earth. Everyone must have food, clothing and **shelter.** The **environment** in which we live will determine what **resources** are available to meet our needs. It does not matter where people live on earth, they must eat, drink fresh water and protect their bodies from heat and cold. Our way of life or culture determines how we get, prepare and use the things we need.

We also have a need to feel secure, to belong, to be loved and to feel free to express ourselves. These are called **human rights.** They are another way of expressing human needs.

Culture determines how a group of people live, act and meet their needs. Members of a cultural group share certain attitudes, values, beliefs, rules, knowledge and ways of doing things.

Some cultures and ethnic groups feel that their way of doing things is superior to others. This feeling is called **ethnocentrism.** As an international citizen, it is important that you understand that all human beings have the same basic needs. When basic human needs are not met in any society, the security of everyone on earth is threatened.

There is a big difference between what we need and what we want. A need is something we must have to survive. A want is something we desire but could live without.

Look at the list below. Place an "N" next to anything you need and a "W" next to things you want. Add other needs to the list.

_____ a stereo	_____ laws	_____ air	_____ friends
_____ water	_____ shelter	_____ peace	_____ mirrors
_____ shoes	_____ love	_____ jacket	_____
_____ car	_____ education	_____ heat	_____
_____ soda	_____ food	_____ money	_____

DISCUSS YOUR ANSWERS WITH THE CLASS.

Discuss the following questions with the class.

1. Did everyone agree on all their needs and wants?
2. How would you feel if your needs were not met? Would that be a threat to anyone else? Explain.
3. Can you meet all of your needs alone? If not, list people you need to help you.
4. Which needs did you add to the list? Did anyone else list the same ones?
5. List ten rights you think everyone on our planet should have.

VOCABULARY:

1. basic needs — those things required for survival: food, clothing and shelter
2. environment — surroundings
3. culture — the way of life for a group of people, including customs, beliefs, language, ideas, inventions, tools, etc.
4. shelter — something that covers or protects, as from danger or exposure to the weather
5. human rights — fair and equal treatment of all people
6. survive — to remain alive
7. ethnocentrism — feeling that your nation, culture or ethnic group is superior to another
8. resource — anything we can use

WE TRAVEL AND TRANSPORT GOODS

Believe it or not, there is more water, than land on our planet. Seventy-five percent of the earth's surface is water. The drawing shows the location of our four major oceans. Our earth is made up of only two materials, land and water. All the oceans are joined together. We can travel from one ocean to another without crossing any land. The seas are a part of the great oceans.

It took Christopher Columbus ten weeks to travel from Spain to the West Indies. Today we can travel that same distance in just a few hours. Numerous roads, bridges, railways, ships and airplanes connect all the countries of the world. Our global community seems to be shrinking because of these modern transportation systems. The earth is the same size as it was in the beginning. It just seems smaller because we can travel faster.

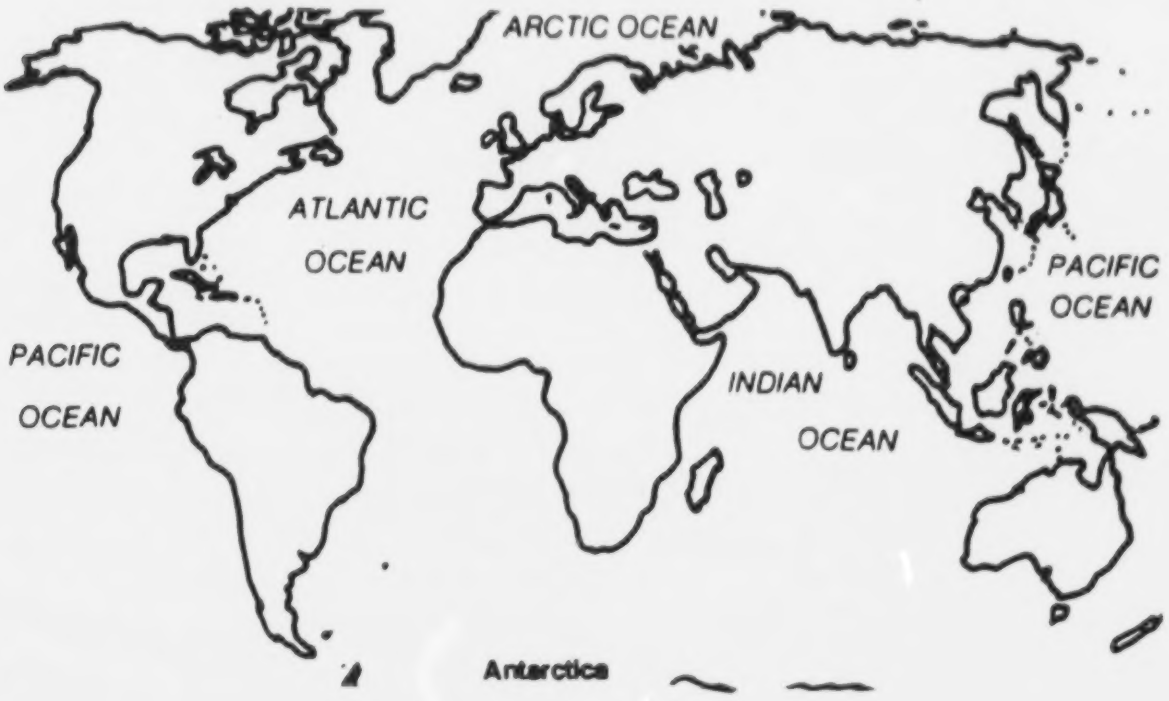
The type of transportation people use often depends on where they live. Many people travel on foot or use bicycles, motorcycles, automobiles or animals to move goods from place to place. People who live near water use boats. Desert dwellers use camels. Reindeer and dogs are widely used in the Arctic regions. Can you think of other forms of transportation that people use? Make a list.

Few people travel our oceans today except for pleasure. Yet travel by ship is a slow but cheap and readily used way to move cargo.

A. **ACTIVITY:**

Complete the following statements.

1. There is more _____ on the earth's surface than _____.
2. The earth seems smaller because we can travel _____.
3. The type of transportation people use depends on where they _____.
4. Transportation is the act of _____ from place to place.



HOW BIG ARE OUR OCEANS?

B. **ACTIVITY:** Shade in the area for each ocean, according to the number of square miles next to it. The first one has been done for you.

1. Fill in the bar graph:

MILLIONS OF SQUARE MILES

	0	10	20	30	40	60	70
Pacific Ocean (64 million sq.mi.)							
Atlantic Ocean (33 million sq. mi.)							
Indian Ocean (20 million sq. mi.)							
Arctic Ocean (5 million sq. mi.)							

2. Answer these questions using the **Bar Graph** above.

   a. Which ocean is the largest? _____

   b. Which ocean is the smallest? _____

   c. Which is larger, the Atlantic, Indian and Arctic Oceans together or the Pacific Ocean? _____

3. Label the continents on the map above.

WE SHARE OUR RESOURCES

Our global resources are unevenly distributed around the world. No country has all of the resources it needs. One country may have a lot of one resource and very little or none of another. Countries must share their goods and services. They are **interdependent.**

Since World War II countries have witnessed a great change in the world **economy. Multinational corporations,** which invest money in countries all over the world, helped to bring about this change. Corporations have factories, stores and offices in places other than their home country. Almost all major banks and business firms have companies in many locations around the globe. Many companies have found it cheaper for them to make products in **foreign** countries and sell them in places where they can get a higher price. The clothing that you are wearing may have been made by an American company, but it was probably produced in a factory in Hong Kong or Taiwan. The **industrialized nations** produce everything from automobiles, appliances and televisions to sneakers and golf clubs. Global businesses offer a chance for **developing nations** to improve their **standard of living** through jobs, **technology** and more income. We are **consumers** therefore we are an important part of our global economy. Read the information about the multinational corporations listed below:

Brand Name	**Product(s)**	**Headquarters**
Baskin-Robbins	ice cream	Great Britain
McDonald's	fast food	U.S.A.
Nestle	chocolate	Switzerland
Bayer	aspirins	West Germany
Scott Paper	paper	U.S.A.
Fidelity Bank	banking	United Arab Emirates
Lipton	tea/soup	Great Britain
Bic	pens	France
Campbell	soup	U.S.A.
Xerox	printing	U.S.A.
Adidas	shoes/clothing	West Germany
Timex	watches	Norway
Sony	t.v./radio/recorders	Japan
Hershey	chocolate	U.S.A.
Stouffer	food/restaurants	Switzerland
American Motors	automobiles	France

ACTIVITY:

A. Place an X next to any product that you or your family have used.

B. Place a star next to the product if you or your family have used it today.

C. Look at the labels on products that you wear or use and list the names of the countries where they were made.

D. Use the world map and locate each of the countries listed on page 14.

VOCABULARY

1. interdependent — to rely on another person or group for goods or services and to have that person or group rely on you
2. economy — the way a country produces, divides up or uses its money
3. multinational corporation — a company with businesses in more than one country
4. foreign — outside of a person's own country
5. industrialized nation — countries where most people still work in factories or offices
6. developing nations — countries where most people still work on the land as farmers, growing crops like coffee, sugar or cotton
7. consumer — one who buys and uses goods and services
8. technology — the science that deals with inventions and improvements in the way things are done
9. standard of living — the level at which people live as determined by their income, literacy rate and life expectancy

WE COMMUNICATE

Communication is the exchanging or sharing of feelings, thoughts or information. No one really knows how we began to communicate with one another. We do know, however, that long ago people learned to make sounds that expressed their thoughts. Today there are over 3,000,000 languages spoken throughout the world. There are also many different **dialects** and different meanings of the same words within each language.

The ability to communicate your feelings, good or bad, is important to survival. We cooperate with each other when we understand our common goals. **Conflicts** begin when there is a lack of communication. When people can talk through a conflict, they can usually solve the problem. The United Nations is an international organization where countries meet to talk through their problems.

There are two types of communication, **verbal** and **non-verbal.** None of us were born knowing how to talk. We learned to talk by imitating the sounds of the people around us. We speak the language of our family. Anyone can speak a language to which they are sufficiently exposed.

Words are added to a language in many ways. New inventions and styles become a part of our regular vocabulary. Your parents or grandparents probably never used the words computer or microwave oven while they were children. These are new words in our global vocabulary. Can you think of others?

Foreign words have always been a part of our daily vocabulary. Many of the words we use everyday come from other countries. Look at the list below.

Global Word List

Word	Country	Word	Country
loafer	Germany	flop	China
boss	Netherlands	cookie	Netherlands
mosquito	Spain	raccoon	Canada
alligator	Spain	cosmetics	Greece
banana	Spain	gum	Egypt
chow	China	cider	Israel
bureau	France	coffee	Arabia
biscuit	France		
depot	France		

Find each of these countries on a world map.

The ability to communicate with people everywhere and across cultures is important. The more we understand one another the better we will get along. Modern methods of communication allow us to be in closer contact with members of our global family. Below is a list of various types of communication used all over the world. Add others.

Global Communications

telephone
telegrams
telegraph
satellite
computers
videocassette recorder
audio (tape) recorders
advertising
films (movies)
slide projections
libraries
magazines
postal service (mail)
television
radio
newspapers
visual symbols
posters
textbooks
comics
art
signs
graphics
speeches
live entertainment
dancing
music
talking
sign language
crying
laughing
kissing
clapping
cheering
hugging

A. **ACTIVITY:**

Divide the list above into verbal and non-verbal communication.

Verbal	**Non-Verbal**

B. Symbols are used to represent ideas, feelings and information. Since countries have different languages, visual symbols are used to help travellers overcome communication problems. Some of the international symbols used in most countries are listed below.

Using the word list, write the correct word under each symbol.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Word List

1. train
2. telephone
3. dining
4. elevators
5. lockers
6. first aid
7. wheelchair
8. restrooms
9. no parking
10. lost parents

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ACTIVITY:

C. Fill-in the answers below

1. There are over _____ languages spoken throughout the world.
2. Communication can be either _____ or _____.

VOCABULARY

1. communication — the act of exchanging or sharing feelings, thoughts or information
2. dialect — differences in the sound of words used in the same language
3. verbal — referring to words that are spoken
4. non-verbal — not spoken (ex. writing, symbols, feelings, body language)
5. conflict — disagreement of ideas or interests

WE GOVERN OURSELVES

Laws are rules that govern our actions. Everyone in our global family has rules. There are rules to obey at home, in school, in the community, with friends and others. These rules are determined by the **values** of a society. Values are what people think is right, wrong or important in a society at a particular time. Laws enforce these values. Every society has a system that determines how conflicts are settled, how rules are made, what the rules mean, who enforces the rules and what happens to those who break the rules. People make laws to help them live in peace and harmony with one another. When laws no longer work they are changed or replaced.

There are many laws which govern the people in our global family. Some laws are unwritten. They are based upon customs and passed down by word-of-mouth. Ceremonies are performed in some societies to remind people of their laws. These are called **customary laws.**

People began to write their laws down after writing was invented around 3000 B.C. The oldest known written laws are called the **Hammurabi Code**. They were written by King Hammurabi of Babylonia about 1750 B.C. These laws were very harsh. The punishment was supposed to be equal to the crime. "An eye for an eye and a tooth for a tooth." (ex. If you hit your father, the hand you used to hit him would be cut off.)

Religion has been the basis of many laws. Jews and Christians follow the "Ten Commandments" found in their holy book - The Bible. The people of Islam (Muslims) follow a complete code of behavior found in their holy book - The Quran (Koran). They believe God sent his code of behavior to man by way of his messenger.

Hindu and Chinese laws are not based on religion. Hindu law is based on local customs. It stresses the righteousness of man and his responsibilities. When India became a British colony, judges made changes in some of the rules. Today, the new law is called the Hindu Code.

The traditional law of China was based on the teachings of Confucius. He stressed education, good deeds, respect and a sense of order rather than formal laws.

As international citizens it is important to understand the laws in other societies. Many visitors to other nations end up in jail because they don't know the laws and customs of that nation. It is also important to know some of the ideas of law that our visitors bring from their culture. Remember, the more we understand about each other the fewer conflicts we will have.

Since every nation has laws which govern its society, which laws should govern our global community? Who should decide which laws control our seas, natural resources, airspace, outerspace, pollution and our human rights?

Do we need an **International Law**? This law would put all nations on an equal level to help solve global issues. Nations would have to agree to cooperate with one another. The United Nations is one organization which has come close to this idea. Although it has been very successful in many areas there is some weakness in its charter. Two branches of the United Nations are the International Court of Justice (The World Court) and the Security Council. These groups are designed to help settle conflicts and maintain global peace, but neither of these groups has the authority to enforce its decisions. The nations involved in the conflict must agree to follow the decisions made by the United Nations.

VOCABULARY

1. laws - rules that govern our actions
2. values - beliefs or standards that are considered right or wrong
3. customary laws - laws that are based on customs and passed down by word of mouth from one generation to another
4. international law - rules that govern two or more countries
5. Hammurabi Code - the oldest known set of written laws
6. govern - to rule, control or manage

ACTIVITY

A. Complete the statement below in your own words. Give reasons for your opinion.

If I lived in a society that had no laws I would _____

_____

_____

B. Unscramble the words below to fill-in each sentence.

1. _____ are what people think is right, wrong or important.
(uavlse)
2. Many laws have been based on _____ (eligiron).
3. _____ (slaw) are rules that govern our actions.
4. Some laws are written and others are _____ (titrwneun).

C. Read a newspaper; find an article about an international conflict.

Write a brief explanation of the problem.

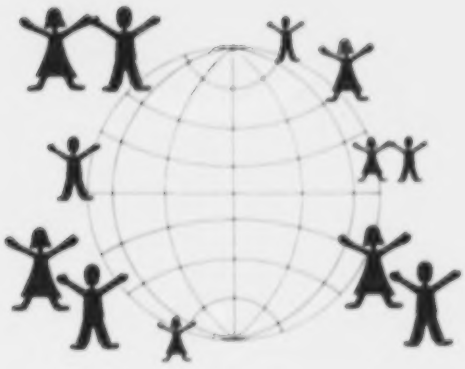
Pretend you are a judge on the International Court of Justice.
Write two suggestions you would make to help solve the problem.

VOCABULARY REVIEW

R	A	I	N	T	E	R	N	A	T	I	O	L	A	L	X
C	M	A	D	R	V	E	B	N	Z	N	B	C	X	Z	S
D	U	A	O	A	C	S	A	C	A	T	T	P	P	R	A
E	L	F	M	V	H	O	M	E	V	E	R	B	A	L	T
R	T	G	E	L	U	C	K	B	A	R	A	N	L	A	N
S	I	O	S	S	M	B	I	B	T	D	N	I	X	W	E
S	N	D	T	G	A	E	R	C	C	E	S	R	W	S	M
B	A	S	I	C	N	E	E	D	I	P	P	E	S	A	N
I	T	H	C	U	R	N	S	E	L	E	O	M	T	W	O
L	I	E	A	L	I	V	O	E	F	N	R	U	E	P	R
L	O	L	T	T	G	I	U	H	N	D	T	S	I	G	I
I	N	T	E	U	H	M	R	L	O	E	B	N	U	I	V
O	A	A	V	R	T	N	C	O	C	N	Q	O	G	S	N
N	L	E	N	E	S	T	E	N	D	T	Q	C	O	N	E

Seek and find the words in the puzzle that match the meanings listed below. Write the correct word next to the meaning.

_____ 1. Surroundings
_____ 2. Anything we can use
_____ 3. Fair and equal treatment of mankind
_____ 4. Something required for survival
_____ 5. To tame a wild animal for use by people
_____ 6. One thousand million (1,000,000,000)
_____ 7. To move from place to place
_____ 8. Referring to words that are spoken
_____ 9. The way of life for a group of people including customs, beliefs, language, ideas, inventions, tools, etc.
_____ 10. Disagreement of ideas or interests
_____ 11. Rules that govern our actions
_____ 12. One who buys and uses goods and services
_____ 13. Relying on more than one person, place or things
_____ 14. Referring to more than one nation (country)



OUR GLOBAL COMMUNITY

PART II

INTRODUCTION

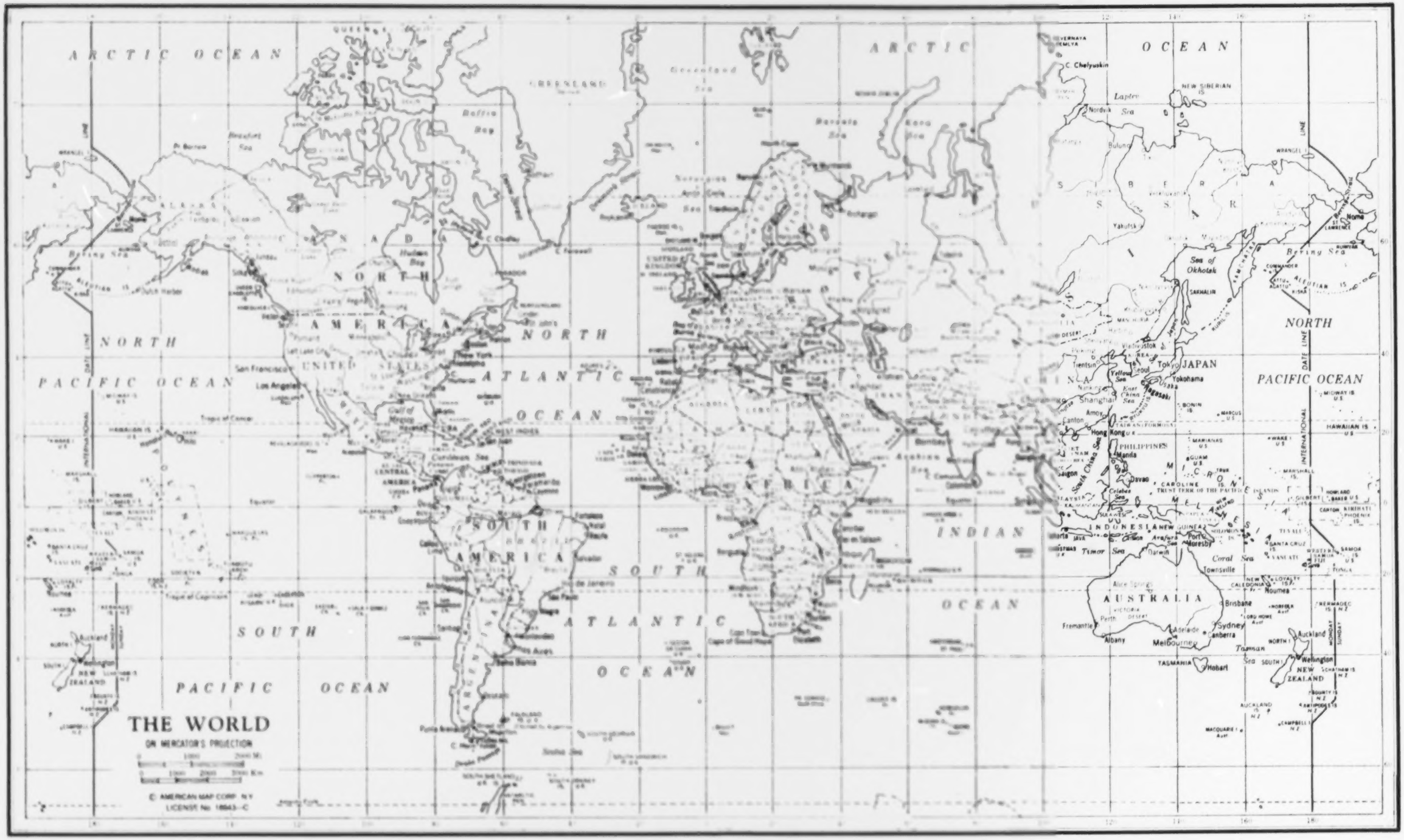
As an "International Citizen", you are linked in many ways to the rest of the people who inhabit planet earth. The food you eat, the clothes you wear, the music you listen to, the automobiles you ride in — many of these come to you from places all over the globe.

As an American, you are linked to all of the people who have come or whose ancestors came to America as immigrants. This link encompasses every American. You will learn as you read this booklet and complete the various exercises that America's population is made up of over 100 different ethnic groups, all of whom have shared their traditions, customs and the other aspects of their culture with one another, thereby greatly enriching our society.

The following two chapters tell their stories — who they are, why they came, and how they were treated when they arrived. You will learn that this mass movement we call immigration is a continuing process in American history, and that people today are still searching for a better, freer life.

Special emphasis will be placed on those immigrants who have settled in our own international city, Philadelphia — where they live and how the ethnic character of our neighborhoods has changed over a period of time.

Finally, you will look at the laws which regulate immigration to the United States today, and examine your own opinions as to this vital current question: "Can America continue to be a place of hope for the poor and oppressed people of the world who seek a better life and still be fair to the people here?" As an "International Citizen", what changes in the law, if any, would you recommend?


ARCTIC OCEAN
NORTH AMERICA
NORTH PACIFIC OCEAN
ATLANTIC OCEAN
SOUTH AMERICA
SOUTH PACIFIC OCEAN
SOUTH ATLANTIC OCEAN
INDIAN OCEAN
AFRICA
EUROPE
ASIA
AUSTRALIA
JAPAN
PACIFIC OCEAN
NORTH PACIFIC OCEAN
Bering Sea
Sea of Okhotsk
Yellow Sea
Coral Sea
Tasman Sea
Timor Sea
Arafura Sea
Java Sea
South China Sea
East China Sea
Celebes Sea
Greenland Sea
Barents Sea
Kara Sea
Laptev Sea
Nordvik Sea
Baffin Bay
Hudson Bay
Beaufort Sea
Gulf of Mexico
Caribbean Sea
Mediterranean Sea
Arctic Ocean
Persian Gulf
Red Sea
Black Sea
Caspian Sea
Aral Sea
Gulf of Carpentaria
Great Australian Bight
Tropic of Cancer
Equator
Tropic of Capricorn
INTERNATIONAL DATE LINE
WRANGEL LINE
Nome
St. Lawrence
Yakutsk
Bulun
Irkutsk
Vladivostok
Tientsin
Seoul
Tokyo
Yokohama
Osaka
Nagasaki
Shanghai
Amoy
Canton
Hong Kong
Manila
Davao
Saigon
Jakarta
Darwin
Port Moresby
Townsville
Brisbane
Sydney
Canberra
Melbourne
Adelaide
Perth
Fremantle
Albany
Hobart
Alice Springs
Noumea
Auckland
Wellington
NEW ZEALAND
Los Angeles
San Francisco
New York
Panama Canal
Rio de Janeiro
Buenos Aires
Cape Town
Cape of Good Hope
Port Elizabeth
Durban
Lagos
Bombay
Calcutta
Colombo
Karachi
Mecca
Cairo
Suez Canal
Gibraltar
Lisbon
Madrid
Paris
London
Reykjavik
Oslo
Stockholm
Helsinki
Moscow
Leningrad
Archangel
Murmansk
Novaya Zemlya
C. Chelyuskin
New Siberian Is.
Wrangel Is.
Hawaiian Is.
Midway Is.
Marcus Is.
Bonin Is.
Marianas Is.
Guam
Caroline Is.
Marshall Is.
Gilbert Is.
Howland Is.
Baker Is.
Phoenix Is.
Samoa
Fiji
Loyalty Is.
New Caledonia
Tasmania
Macquarie Is.
Auckland Is.
Campbell Is.
Antipodes Is.
Kermadec Is.
Chatham Is.
Bounty Is.
Tasman Sea
Philippines
Indonesia
New Guinea
Micronesia
Melanesia
Polynesia
THE WORLD
ON MERCATOR'S PROJECTION
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IMMIGRATION

Who Came To America?

Every American is an **immigrant** or the **descendent** of an immigrant. At some time in your family history, maybe recently, maybe as far back as hundreds (or even thousands) of years ago, you or your **ancestors** arrived here in America from another country. Even the **original inhabitants** of this land, the different groups of people who were given the name "Indians" by the Europeans, walked across a land bridge which connected Asia and North America. People believe this happened as long ago as 50,000 years. This land bridge has since disappeared, and Asia and North America are now separated by the Bering **Strait.** The different Indian tribes **migrated** down through what is now Canada, the United States, Mexico, Central and South America, settling in various places all over the Western Hemisphere.

VOCABULARY

immigrant — one who moves **to** another country to live
descendent — one derived or originating from an ancestor
ancestors — relatives in your family who lived before you
original — first
inhabitant — a permanent resident in a place
Europeans — people living on the continent of Europe
strait — a narrow passage connecting two large bodies of water
Western Hemisphere — the half of the earth comprising North and South America and the surrounding waters
migrate — move from one place to another

QUESTIONS

1. What methods of travel did the first immigrants to America use?
2. When is it thought that the first people arrived in America?

VOCABULARY CHALLENGE

Word Box
immigrant
ancestors
inhabitant

1. If you moved to Canada you would be an _____ .
2. You are an _____ of Philadelphia.
3. Your grandmother's grandmother is one of your _____ .

ACTIVITY:

1. Look at the Map on the next page. Find Asia. Find Alaska. Mark them with a star.
2. Find the Bering Strait. Draw a land bridge over the strait and trace the migration of the American Indians from Asia to America.
3. The Bering Strait separates two large bodies of water. Name them.

   _____ and _____
4. Find one other strait. Name the two bodies of water it connects.

   _____ and _____

Dymaxion Ocean — Land Map
Buckminster Fuller

THE NEXT WAVE

It was thousands of years later that the next immigrants arrived. These early **settlers** who wanted to start a new life came from all over Western Europe: England, France, Germany, Holland, Sweden, Spain, Scotland, and Ireland. By the time the Declaration of Independence was written in 1776, America had become a land of many **ethnic cultures.**

In the more than 200 years since then many more groups of people have come; so many in fact, that the American people represent over 106 ethnic groups, more than any other country. Today, immigrants are still coming every year from countries all over the world.

VOCABULARY

Settler — one who established a residence

Ethnic — classification of people by culture which includes food, music, history, values and beliefs

Culture — the way of life for a group of people, including customs, beliefs, language, ideas, inventions, tools, etc.

Europe — a continent in the Eastern Hemisphere between Asia and the Atlantic Ocean

ACTIVITY:

1. To what ethnic group/groups do you belong? _____
2. What are some examples of the culture of your ethnic group?

   _____

   _____
3. What are some examples of American culture? _____

   _____

   _____

VOCABULARY CHALLENGE

Unscramble the words.

1. The early (STERLEST) _____ often moved west in wagon trains.
2. France is a country on the continent of (PEREUO) _____ .

ACTIVITY: Using the world map in the middle of the book, draw dotted lines connecting England, France, Germany, Scotland, Spain, Ireland, Sweden and Holland to the eastern United States to show the early immigrant patterns.

WHY DID THEY COME?

What makes people leave their homes and families and travel to a strange new land where they may not even know how to speak the language? Reasons for immigrating are many. Each immigrant has his/her own personal story, but usually the reasons fall into three major categories: **religious, political** and **economic** freedom.

RELIGIOUS FREEDOM

The seventeenth and eighteenth centuries were times of religious **intolerance.** People had to follow the religion of the ruler of their country, or be **persecuted.** Many people hoped to find the freedom to follow their own religious beliefs in the new land across the ocean. Some found what they were looking for in the Pennsylvania colony, which was founded on the principle of religious freedom.

POLITICAL FREEDOM

When George Washington became our first president in 1783, he believed that America was to be a place of shelter for the politically **oppressed** of the world. This idea is still true today, and unsettled political conditions have brought an increase in **refugees** from many parts of the world.

ECONOMIC FREEDOM

To the poor people of the world, America was the land of **opportunity.** The new land was greatly in need of labor, and welcomed workers who could help the growing country develop. Today, poor people still come, looking for a better life for themselves and their families.

FORCED IMMIGRATION

Not all the people who came to America did so willingly. Many of today's black Americans are the descendants of Africans who were brought here by force.

The first Africans to arrive did not come as **slaves,** but as **indentured servants.** They were **captives** of war and had been purchased from a Dutch ship. This was not unusual in the seventeenth century. Not only Africans, but Irishmen, Scots and

other captives were sold as indentured servants, and their position was not very different until the end of the seventeenth century, when a clear distinction developed between servant and slave. So, while other immigrants were permitted to keep their ethnic culture, Africans were denied their **traditions.** They had no rights and were forbidden to learn to read and write. There were, however, some free Blacks in colonial times, and by 1860 their number had risen to over 13 percent of the black population.

All of these people coming to America have resulted in a variety of cultures unmatched anywhere else in the world. Our country is far richer and more vital because of this variety.

VOCABULARY

religious — having to do with a particular system of belief and worship

economic — having to do with money

political — having to do with government

intolerance — unwillingness to grant equal treatment to those who are different

persecuted — treated in a cruel and unjust way

oppressed — to be controlled or ruled in a cruel and unjust way by those in power

refugees — people who flee to a foreign country to escape persecution

opportunity — a good chance for advancement

captives — taken and held prisoners

indentured servants — people bound by contract to work for a specific time period

slave — a person held as property of another

traditions — customs and practices handed down from generation to generation

VOCABULARY CHALLENGE Match the words in the lefthand column with the statements in the righthand column.

1. (____) political
2. (____) refugees
3. (____) religious
4. (____) opportunities
5. (____) traditions
6. (____) economic

(a) Trimming Christmas trees and hanging Christmas stockings

(b) The presidential election is one of these events

(c) A larger paycheck will improve my situation

(d) Churches and synogogues are this type of institution

(e) The "boat people" from Cuba and Haiti

(f) A good education means more of these

NEW PHILADELPHIANS

As an "international citizen" you will meet many people who are different from you. Some of these will be newcomers to America. Let's meet some of these newcomers who are helping to make Philadelphia an international city. Below are stories of three recent immigrants. Read the stories. Decide whether their reasons for immigrating are religious, political or economic.

First Story: Anna

"My name is Anna. I am Jewish and I was born in the Soviet Union. I have come to the United States with my parents and my brother to start a new life because there was so much **prejudice** against Jews in the Soviet Union. I want to learn more about the Jewish religion. This was not possible in my old country because religion is not encouraged and there are no religious schools."

Reason for Immigrating: Religious ___ Economic ___ Political ___

Second Story: Duong Van Minh

"My name is Duong Van Minh. I came to America after my country, Vietnam, was taken over by the Communists. I came with my mother, father and two sisters. Because my father had worked for an American company in Vietnam, he was considered an enemy of the new Communist government. We were put in a refugee camp in Malaysia where we lived for several years. Finally, we were able to come to the United States. Now I hope to find a happier life in America."

Type of Reason: Religious ___ Economic ___ Political ___

Third Story: Mario

"I am Mario Speranza. I have come to America from southern Italy. My family hopes to find a better life here in America. My father could not find steady work in Italy, and his brother, my Uncle Vincent who came to America ten years ago, wrote and invited him to come and work for him in his construction business. My father is happy that he will finally be able to support our family."

Type of Reason: Religious ___ Economic ___ Political ___

HELPING A NEW PHILADELPHIAN

Choose one of the students whose stories you just read. Imagine that the student has just moved into your neighborhood. What advice can you give the student to help him or her adjust to life here?

1. Neighborhood (Finding your way around)
   In the space below, draw a simple map showing your street and the streets that border it. Indicate "north", "south", "east" and "west". Show landmarks such as stores, churches, schools, playgrounds, movies theaters and restaurants. (Maybe we can use symbols for these things.)

2. School
   Name of School _____

   Address of School _____

   Name of Principal _____

   Name of Social Studies Teacher _____

   Other important information such as what you are studying in class, where you eat lunch, what kinds of food are on the lunch menu, and anything else you think they should know _____

   _____

   _____

   _____

   _____

3. Recreation

Tell about how you and your friends spend your weekends, afternoons, and summer vacations. Include sports, television shows, movies, music you like and places you go.

ARRIVAL AND ADJUSTMENT
WHERE DID THE IMMIGRANTS GO?

Where did the immigrants go? Some went west where the need for new settlers was greatest, but most stayed in the already crowded cities of the northeast where there were jobs and people around who spoke their language.

One of these cities was Philadelphia. Its location on the Delaware River made it an ideal landing place for the large steamships bringing immigrants to America. People from nearly every ethnic group are represented in Philadelphia's **population.** Many colorful, interesting ethnic neighborhoods are scattered throughout the city; some old, some new and still growing. The arrival of all of these **diverse** people has made Philadelphia truly an international city.

The map on the next page shows the main immigrant areas of the city in 1920. Look at the map to find out who was living in your neighborhood then, and list the groups below. Next, make a list of which groups live in your neighborhood today.

Name (or location) of my neighborhood _____

Immigrant Groups Living There in 1920	**Ethnic Groups Living There Today**

LOCATION OF

FOREIGN BORN POPULATION

IN GROUPS OF 250 [APPROX]

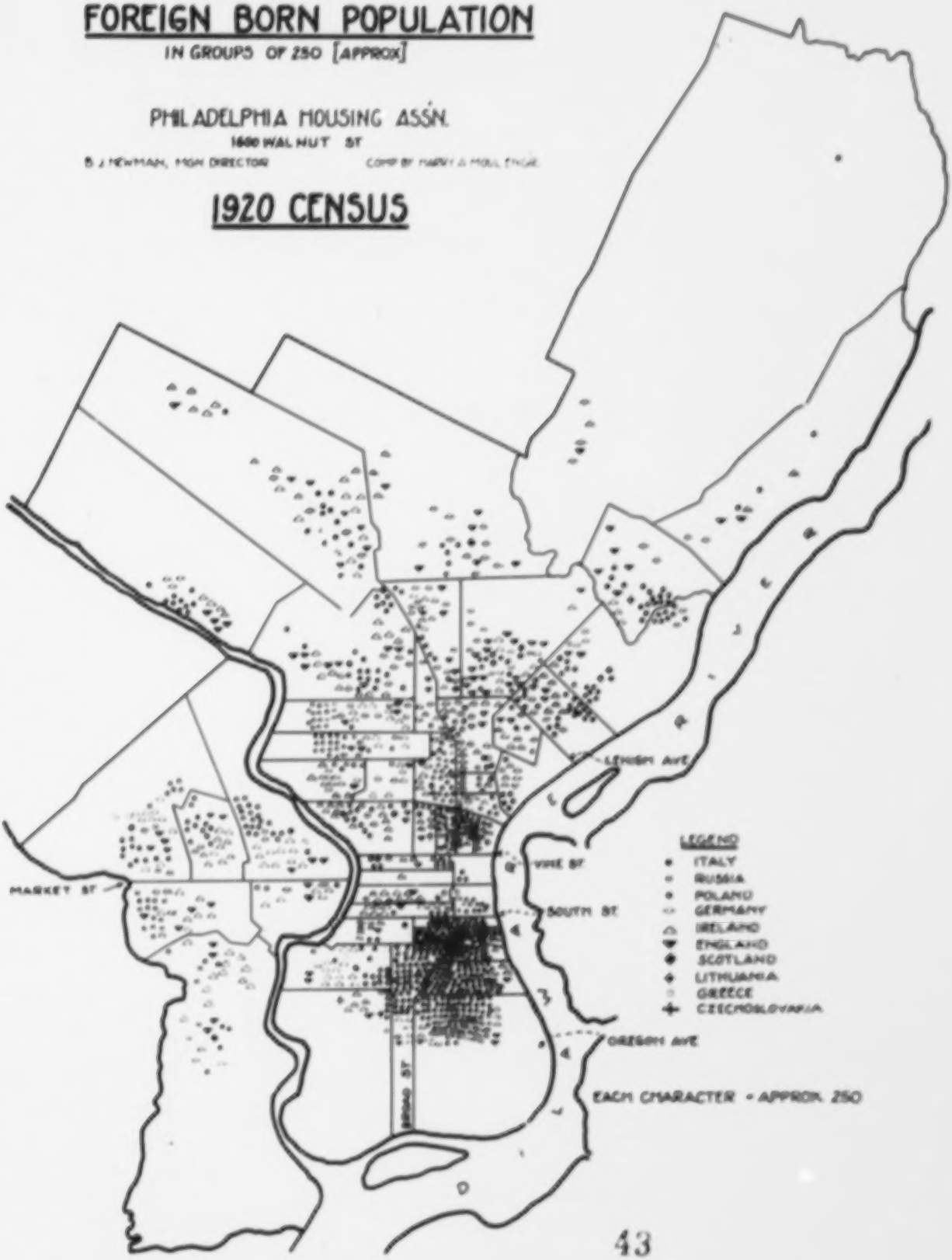
PHILADELPHIA HOUSING ASSN.

1600 WALNUT ST

B. J. NEWMAN, HSG DIRECTOR

COMP BY HARVEY A. MOSS, ENGR.

1920 CENSUS



43

PHILADELPHIA NEIGHBORHOODS TODAY

ANTI-IMMIGRATION FEELING

Not everyone who came to America was welcomed. In fact, most immigrant groups were the victims of **anti**-immigration feeling as they struggled to adjust to their new lives in America.

As long ago as 1798, President John Adam's Federalist Party passed laws which made it more difficult to become an American citizen, and allowed the president to **deport** any foreigner he considered dangerous. This made many Americans angry, and Adams was not re-elected president.

Anti-immigration feeling was seen again in the 1850's with the rise of the "know nothing" party. Many immigrants were Catholics, and the "know nothing" party spread fear among much of the population that the Catholic Church in Rome was planning to take control of America. This anti-Catholic fear lasted throughout much of the nineteenth and early twentieth centuries. However, it was never made into law, and America remained open to immigration.

This ended in 1882, when Congress passed the Chinese Exclusion Act which closed the door on Chinese immigration. Later, other ethnic groups were kept out as Congress passed a series of laws which effectively limited immigration.

Look at the cartoon on the next page which appeared in a magazine in the late 19th century. It tells the story of anti-immigration feelings in the United States. The picture on the top shows European immigrants being attacked by people already here. The picture on the bottom shows what happened twenty years later, as the newest arrivals are attacked by those same victims.

ACTIVITY:

(For class discussion)

What makes people behave this way?

What can be done to change this behavior?

RECEPTION OF EUROPEANS

RECEPTION OF ASIAN EMIGRANTS
20 YEARS LATER

IMMIGRATION TODAY

In 1965, Congress passed a new immigration law which eliminated some of the unfair policies of former laws. Under the new law, a total of 290,000 immigrants may come each year, but no more than 20,000 from any one country. Immigrants must meet certain requirements in order to be permitted into the country. Most important of these requirements is having close relatives already here. Second most important is having a needed skill or profession. After five years, an immigrant may apply for citizenship. This 1965 law increased immigration from countries in the Middle East, Asia and Africa, where it had formerly been restricted. For example, according to the 1980 census, the Asian population increased 125 percent in the United States population. The largest increase has come from the Spanish speaking countries of South and Central America and the Caribbean. On the map in the middle of the book locate these three areas. Draw lines from each of them to the nearest part of the United States.

ACTIVITY:

Why are so many people coming from these areas?

In addition to the 290,000 immigrants who may enter the United States each year, thousands more have been coming in as refugees. They include people from Cuba, Vietnam, Afghanistan and other troubled parts of the world.

Today there is a need to change our immigration laws again. Congress has been trying to do this for several years, but has not been able to agree on what the new law should be. It is a very difficult problem to design a law that will be fair to both the people wanting to come to America and the American citizens, some of whom fear that we may be creating a population problem if we take in too many new people. Even though our law is not perfect, the United States still has the most generous immigration policy in the world.

We have taken in twice as many refugees as the rest of the world combined. Listed below are the policies of some of the other countries in the world.

Australia — admits one percent of its population each year on the basis of skills needed

Canada — uses a point system — age, education, and willingness to settle in unpopulated areas are most important

Germany — admits "guest workers" only; an immigrant cannot become a German citizen

Japan — immigrants are not welcome — not even other Asians

Sweden — immigrants are not accepted

VOCABULARY

population — the total number of people living in an area

diverse — differing from one another; different

prejudice — opinion formed without taking time to judge fairly

anti — against or opposed to

deport — send out of the country

VOCABULARY CHALLENGE Find the vocabulary words hidden in the puzzle.

population
diverse
prejudice
anti-
deport

P	J	I	S	X	E	H	Y	A	L	N
R	C	D	I	V	E	R	S	E	A	I
E	N	E	X	N	D	E	P	O	R	T
J	B	P	G	D	S	D	F	E	R	F
U	P	O	P	U	L	A	T	I	O	N
D	L	C	R	A	K	J	O	N	X	E
I	M	A	N	O	N	L	J	R	K	R
C	J	D	O	P	L	T	E	P	T	O
E	Z	W	E	R	S	O	I	T	N	P

ACTIVITY:

Improving the Laws.

Pretend that you are Chairman of a Congressional Committee trying to draft a new immigration law. As an "International Citizen", you value the cultural variety different people bring to American society. How would you change the laws in order to be fair to both the immigrants and Americans?

As Chairman of this Committee, I recommend the following:

Number of Immigrants each year: _____

The above total number will be divided among the countries in the following way: _____

_____

The United States should admit all immigrants who wish to come. Yes ___

No ___ Why?

The United States should admit only those who speak English and can support themselves financially. Yes ___ No ___ Why?

Anyone who can find a job in the United States should be admitted. Yes ___

No ___ Why?

New immigrants are a help to the United States. Yes ___ No ___

The number of people allowed to immigrate into the United States should be reduced. Yes ___ No ___

OUR GLOBAL FUTURE

PART III

WE HOLD THE FUTURE

We have learned that we share our planet with people of many cultures. The influence of people all over the world has had an affect on the way we do things everyday. We know that we have more similarities in common with mankind than we have differences. Our survival and the survival of our planet-earth depends on our ability to understand and respect our similarities and differences.

Imagine that you are a first-class passenger on a huge spaceship traveling at a speed of 66,000 mph. You discover that the ship's environmental system is faulty. Some passengers are dying due to poisonous gases in their oxygen supply. Also, there is a serious shortage of provision — food supplies are being used up and the water supply is rapidly becoming polluted due to breakdowns in the waste systems.

In the economy sections passengers are crowded together. Conditions are bad, especially for children. Many are seriously ill. The ship's medical officers are able to help few of the sick and medicines are in short supply.

Revolts and fighting have been reported in some sections. Hopefully this conflict can be contained, but there is fear that the violence may spread into the other compartments.

The spacecraft has an overall destruct system, with the controls carefully guarded by a special technical crew. Unfortunately the number of technologists who know how to set off the destruct system has increased, and there is great concern over what might happen if the fighting does spread.

What would you do if you were on that spaceship? Now that you have "imagined", let us face reality. You are on such a spaceship right now — spaceship earth!

We hold the future of our spaceship earth. The decision we make today will determine our tomorrows. All we have is our land, air, water, and each other. The only thing we get from outside of our spaceship earth is energy from the sun.

What will you do? One person can make a difference. Johann Gutenberg invented the printing press, Rosa Parks' actions began the Civil Rights Movement. Read the motto below, then decide how your actions will make the world a better place to live. You can choose to be a part of our international problems or a part of the solution to the problems. You are an international citizen and the choice is up to you.

I am only one,
But still I am one.
I cannot do everything,
But still I can do something,
And because I can do something;
And because I cannot do everything,
I will not refuse to do the something that I can do.

Motto of the Lend-a-Hand Society.

ACTIVITY:

PERSONAL TIMELINE

A. Fill-in the timeline below with major events that have or will happen in your lifetime.

Place each event in the time period it has or will happen.

Then list ways in which these events will be affected by international affairs.

a. birthdate
b. learned to walk
c. learned to talk
d. entered first grade
e. entered seventh grade
f. obtain a driver's license
g. graduate from high school
h. enter college
i. graduate college
j. 21 years old
k. first career job
l. second career job
m. rent or buy a house
n. get married
o. have children
p. retire
q. expected age of life
r. grandchildren are born

1970

1980

1990

2000

2010

2020

2030

2040

2050

B. Make a list of some international problems we might face in the future. Think of a possible solution for each one. Then list ways you could help. Bring in newspaper, magazine and other articles to help complete the chart.

Possible problems	**Solution**	**How I can help**

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YOU, THE ALL-AMERICAN KID

ANSWER KEY

ACTIVITY A

Where Dit It Begin?

1. Persia (Iran)
2. Middle East
3. Ancient Egypt
4. Scandinavia
5. Gauls (France)
6. Middle East
7. England
8. India
9. Rome
10. Mediterranean
11. Egypt and Rome
12. England
13. Rome

Bar Graph — Population — p. 9

1. Asia
2. Australia
3. 4,665,000,000

ACTIVITY — p. 12

1. Water
2. Faster
3. Live
4. Moving
5. Land

How Big are our Oceans? — p. 13

1. Pacific
2. Arctic
3. Pacific

We Can Communicate — p. 19

1. 3,000,000
2. Verbal — Non-verval

We Govern Ourselves — p. 22

1. Values
2. Religion
3. Laws
4. Unwritten

VOCABULARY REVIEW — p. 23

1. environment
2. resource
3. human rights
4. basic need
5. domesticate
6. billion
7. transport
8. verbal
9. culture
10. conflict
11. laws
12. consumer
13. interdependent
14. multinational

Part II — Our Global Community

Vocabulary Challenge — p. 27

1. immigrant
2. inhabitant
3. ancestor

Geography — p. 27

3. Arctic Ocean and Pacific Ocean
4. answers will vary

Vocabulary Challenge (The Next Wave) — p. 30

1. Settlers
2. Europe

Vocabulary Challenge (Why did they Come?) — p. 33

1. B
2. E
3. D
4. F
5. A
6. C

Puzzle — p. 43

P	J	I	S	X	E	H	Y	A	L	N
R	C	D	I	V	E	R	S	E	A	I
E	N	E	X	N	D	E	P	O	R	T
J	B	P	G	D	S	D	F	E	R	F
U	P	O	P	U	L	A	T	I	O	N
D	L	C	R	A	K	J	O	N	X	E
I	M	A	N	O	N	L	J	R	K	R
C	J	D	O	P	L	T	E	P	T	O
E	Z	W	E	R	S	O	T	T	N	P